R E P O R T R E S U M E S

ED 014 926 FL 000 606

PROSPECTS FOR A UNIFIED PROFESSION.

BY- MILDENBERGER, KENNETH W.
NATIONAL FED. OF MODERN LANGUAGE TEACHERS ASSN.

PUB DATE MAR 67

EDRS PRICE MF-$0.25 HC-$0.36 7P.

DESCRIPTORS- *PROFESSIONAL ASSOCIATIONS, *LANGUAGE TEACHERS, *LANGUAGE INSTRUCTION, *SPEECHES, *TEACHER ASSOCIATIONS, STATE SUPERVISORS, AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, ACTFL,

THE FORMATION OF A NEW ORGANIZATION, THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), WILL PROVIDE AN INSTITUTIONAL CENTER FOR THE NEW PROFESSIONALISM THAT HAS DEVELOPED SINCE 1952 AMONG FOREIGN LANGUAGE TEACHERS AND SUPERVISORS. THIS MEMBERSHIP ORGANIZATION, COUPLED WITH ADEQUATE ACCESS TO INFORMATION IN THE FIELD OF FOREIGN LANGUAGE TEACHING (MADE POSSIBLE BY THE EDUCATIONAL RESOURCES INFORMATION CENTER), WILL ENABLE TEACHERS OF ALL LANGUAGES AT ALL LEVELS TO BECOME A UNIFIED PROFESSION. ALTHOUGH THIS IS JUST THE BEGINNING OF A MOVE INTO PROFESSIONAL LIFE, IT IS THE ONLY WAY BY WHICH THE RECENT PROGRESS AND PROSPERITY OF MODERN FOREIGN LANGUAGE STUDY CAN BE SUSTAINED. RESOLUTIONS OF THE MEETINGS OF THE EXECUTIVE COMMITTEE OF THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATION AND OF THE COMMITTEE ON ORGANIZATION OF ACTFL IN DECEMBER, 1966 ARE GIVEN IN THIS SPEECH DELIVERED DECEMBER 29, 1966 AT THE ANNUAL MEETING OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA. THIS ARTICLE APPEARED IN "THE MODERN LANGUAGE JOURNAL," VOLUME 51, NUMBER 3, MARCH 1967, PAGES 169-173. (SS)

ED014926

Volume LI MARCH • 1967 Number 3

The MODERN LANGUAGE JOURNAL

FOUNDED IN 1916

DEVOTED PRIMARILY TO METHODS, PEDAGOGICAL RESEARCH, AND TO TOPICS OF PROFESSIONAL INTEREST TO ALL LANGUAGE TEACHERS

Published by

THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS

Editorial Office: UNIVERSITY OF WISCONSIN-MILWAUKEE, MILWAUKEE, WIS.

Business Office: CURTIS REED PLAZA, MENASHA, WISCONSIN, OR 13149 CANNES DRIVE, ST. LOUIS, MISSOURI 63141

FL 000 606

The Modern Language Journal

Published by

THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS

EXECUTIVE COMMITTEE

GEORGE J. EDBERG, Temple University, Philadelphia, Pa. 19122, *President*, 1967 (Pennsylvania, 1969).

WILLIAM N. LOCKE, Massachusetts Institute of Technology, Cambridge, Mass. 02139, *Vice President*, 1967 and *President-Elect*, 1968 (New England, 1967).

J. ALAN PFEFFER, University of Pittsburgh, Pittsburgh, Pa. 15213, *Secretary-Treasurer*, 1968.

EDWARD ALLEN, Ohio State University, Columbus, Ohio 43210 (Central States, 1970).

VIOLET BERGQUIST, University of Illinois, Chicago, Ill. 60681 (AATSP, 1970).

PIERRE DELATTRE, University of California, Santa Barbara, Santa Barbara, Calif. 93106 (AATF, 1968).

ERNEST S. FALBO, Gonzaga University, Spokane, Wash. 99202 (AATI, 1969).

JOHN FOTOS, Parsons College, Fairfield, Iowa 52556 (Central States, 1968).

KATHRYN B. HILDEBRAN, Western Maryland College, Westminster, Md. 21157 (Middle States, 1970).

WALLACE G. KLEIN, Senior High School, University City, Missouri; address: 13149 Cannes Drive, St. Louis, Missouri 63141 (*Business Manager*, THE MODERN LANGUAGE JOURNAL, 1970).

CHARLES D. MOREHEAD, Muskingum College, New Concord, Ohio 43762 (Central States, 1968).

KARL-HEINZ PLANITZ, Wabash College, Crawfordsville, Ind. 47933 (AATG, 1970).

ROBERT F. ROEMING, University of Wisconsin-Milwaukee, Milwaukee, Wis. 53211 (*Managing Editor*, THE MODERN LANGUAGE JOURNAL, 1970).

J. THOMAS SHAW, University of Wisconsin, Madison, Wis. 53706 (AATSEEL, 1967).

GORDON R. SILBER, State University of New York, Buffalo, N.Y. 14214 (New York, 1970).

FRANK SODA, Princeton High School, Princeton, N.J. 08540 (New Jersey, 1967).

ALBERT TURNER, Evanston Township High School, Evanston, Illinois 60204 (Central States, 1970).

CONSTITUENT ASSOCIATIONS OF MODERN LANGUAGE TEACHERS

CENTRAL STATES MODERN LANGUAGE TEACHERS ASSOCIATION—(Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, West Virginia, Wisconsin, and Chicago Society of Romance Teachers)
President, Mrs. Rosario Ziegler, 635 North Court Street, Medina, Ohio 44256; *Secretary*, Edward Allen, Ohio State University, Columbus Ohio 43210; *Treasurer*, Charles D. Morehead, Muskingum College, New Concord, Ohio 43762.

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE—
President, Renato Rosaldo, University of Arizona, Tucson, Ariz. 85721; *Secretary-Treasurer*, Eugene Savaiano, Wichita State University, Wichita, Kansas 67208.

PENNSYLVANIA STATE MODERN LANGUAGE ASSOCIATION—
President, Paul W. Peterson, Gannon College, Erie, Pa. 16501; *Secretary*, Matilda Contreras, Allegheny Junior College Pittsburgh, Pa. 15235; *Treasurer*, Harry J. Long, 74 W. Granada Avenue, Hershey, Pa. 17033.

NEW YORK STATE FEDERATION OF FOREIGN LANGUAGE TEACHERS—
President, Robert J. Ludwig, Mont Pleasant High School, Schenectady 12308; *Secretary*, John De Vere Williamson, Monroe Community College, Rochester 14607; *Treasurer*, Brother Cornelius McDonnell, Iona College, New Rochelle 10801.

MIDDLE STATES ASSOCIATION OF MODERN LANGUAGE TEACHERS—
President, Ernst O. von Schwerdtner, Trinitarian College, Pikesville, Md. 21208; *Secretary-Treasurer*, Charles F. Jordan, Loyola College, Baltimore, Md. 21210.

NEW ENGLAND MODERN LANGUAGE ASSOCIATION—
President, Carlo Vacca, Massachusetts Bay Community College, Watertown, Mass. 02172; *Secretary-Treasurer*, Sister Regina Marie, Regis College, Weston, Mass. 02193.

NEW JERSEY MODERN LANGUAGE TEACHERS' ASSOCIATION—
President, Raymond Hunt, Witherspoon School, Princeton 08540; *Secretary*, Geri Metz, Delsea Regional High School, Franklinville 08322; *Treasurer*, Henry Rogers, Jonathan Dayton Regional High School, Springfield 07081.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH—
President, David M. Dougherty, University of Oregon, Eugene, Oregon. 97403; *Secretary-Treasurer*, J. Henry Owens, Eastern Michigan University, Ypsilanti, Mich. 48197.

AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN—
President, Armand L. De Gaetano, Wayne State University, Detroit, Mich. 48202; *Secretary-Treasurer*, Ernest. S. Falbo, Gonzaga University, Spokane, Wash. 99202.

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN—
President, Karl-Heinz Planitz, Wabash College, Crawfordsville, Ind. 47933; *Secretary*, Theodore G. Gish, University of Houston, Houston, Texas 77004; *Treasurer*, Adolph Wegener, Muhlenberg College, Allentown, Pa. 18104.

AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES—
President, Thomas F. Magner, Pennsylvania State University, University Park, Pa. 16302, *Secretary*, Irwin Weil, Northwestern University, Evanston, Ill. 60201.

Second class postage has been paid at Menasha, Wisconsin.

THE MODERN LANGUAGE JOURNAL is published 8 times a year, monthly from January through May and from October through December, by the National Federation of Modern Language Teachers Associations, Inc.

The subscription price (due and payable in advance) is $4.00 a year: single copy, 75 cents, postage free. Foreign subscriptions (including Canada) are $4.50 a year net, in U.S.A. funds (New York Draft or International Money Order); single copy, 75 cents.

All communications for the editors, books for review, and manuscripts should be addressed to Robert F. Roeming, University of Wisconsin-Milwaukee, Milwaukee 11, Wisconsin. In publishing manuscripts preference will be given to subscribers.

All business letters and advertisements should be addressed to Wallace G. Klein, Business Manager, 13149 Cannes Drive, St. Louis, Missouri 63141.

PRINTED IN U.S.A.

December 29, 1966 Kenneth W. Mildenberger appeared at the Foreign Language Program General Session of the Annual Meeting of the MODERN LANGUAGE ASSOCIATION OF AMERICA and delivered an address entitled "Prospects for a Unified Profession." Since this address summarizes the past history and factors which motivated the organization of the AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, as now conceived, is to be and NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS. In order that the foreign language teachers at all levels may be fully aware of the circumstances under which this organization is coming into being, I have undertaken to report as factually as possible the progression of events. I trust that the documentation will clarify and emphasize the fact that the l-membership organization, demo- l by its own members. It is with this anizational framework of the AMER- TEACHING OF FOREIGN LANGUAGES he Organizing Committee.

ROBERT F. ROEMING,
Managing Editor

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

*PROSPECTS FOR A UNIFIED PROFESSION**

KENNETH W. MILDENBERGER, *Associate Secretary and Director of Programs*
Modern Language Association of America

My good friends, it has been eight years since I last spoke with you here at the annual General Session of the Foreign Language Program. That was in December 1958, and the new National Defense Education Act was only getting under way. At that time I came up to New York from Washington just as I was beginning seven years in the U. S. Office of Education administering the NDEA Language Development Program, and, later, other parts of NDEA. The 1958 Annual Meeting of MLA hummed with anticipation of the newly won support from the Congress. In my address that December I enumerated what I felt to be the successes and the failures of the first six years of the Foreign Language Program. Since then some of the failures have been ameliorated through NDEA financial support and the efforts of tens of thousands of language teachers. But one failure has persisted—the lack of a unified profession of foreign language teachers.

By "unified profession" I mean a national community of teachers of any and all foreign languages at all levels of education genuinely and actively concerned with common pedagogical and professional problems, as well as with scholarly interests. If such a community of professionally interested people exists, it has not been given much opportunity to make itself evident on the national scene.

Please note that I spoke of teachers of *all* foreign languages at *all* levels of education. There are, of course, good reasons to encourage the professional work of national organizations for specific languages—French, German, Spanish, Portuguese, Italian, Chinese, Arabic, Russian, etc. But my thesis today deals with a "unified profession" of teachers of *all* foreign languages at *all* levels.

For some persons a unified profession may not seem necessary or advisable. But the recent progress and prosperity of modern foreign language study in American education should not be considered an unalterable condition. Our educational enterprise is changing very swiftly, and so too is our society.

Only an organized and unified profession will be able to contend with, and indeed utilize, the powerful pressures that are closing in around us.

Fifteen years ago when the MLA Foreign Language Program was beginning, the preeminent problem was the very existence of foreign language study as a basic component of American education. All other problems paled before the spectre of language teaching dwindling on all sides and the imminent prospect that soon only in a few private schools and in the public schools of wealthier communities would remnants of language study continue, while in higher education it would settle down to the translation of a few foreign authors by a few curious students.

Thanks in large part to the activities of the Foreign Language Program in the 1950's and the language provisions of the National Defense Education Act of 1958, the situation has changed dramatically. In 1964, there were four million enrollments in foreign languages at the secondary school level, one million in higher education, and uncounted millions in elementary schools. Today American society appears to accept the educational importance of the study of foreign languages and cultures. Nevertheless, we must be ever vigilant against negative, diver-

* An address delivered December 29, 1966 at the Foreign Language Program General Session of the Annual Meeting of the Modern Language Association of America.

FL 000 606

sionary, or overriding influences which might reverse the trend. You as foreign language teachers, working together, have a professional responsibility to make, and to keep, language study effective and meaningful now and in the years ahead, lest American society—at its own peril—once more turn away.

There are immense forces at work in our society which will have profound consequences for all of American education, including foreign language instruction. I would call to your attention the official Census Bureau statistics revealing that almost half of the United States population is now under the age of 25, and almost one-third is under 15. We have become a nation of children and youth. Every fourth American is enrolled in school or college, and responsible leaders are talking now of required education beyond high school for all. Secondly, I would remind you that, with almost none of the bitter controversy of earlier years, the Congress of the United States has in 1964, 1965, and 1966 approved a remarkable variety of financial aid programs for education involving billions of Federal dollars annually, which in turn draw other new billions from state, local, and private sources.

Now, probably you have been aware of both these developments, which are not unrelated. In recent months, American big business has also been putting together the facts and projecting the meaning. A few months ago a new book appeared entitled *Guide to Support Programs for Education*. A slim 160-pages of summarized information with much white space, this book was prepared and published by the Minnesota Mining Company, prominently advertised in the *Wall Street Journal*, and unblushingly priced at $12. I have no doubt that many copies have been bought and studied by business interests. For big business, always searching for new horizons, has recognized a huge market in education if it can only discover how to reap it.

The attention of firms dealing with the new technologies has been especially attracted. Powerful corporations producing electronic equipment and services for information analysis and dissemination are employing their financial leverage to control publishers with access to educational materials. For instance, the Raytheon Corporation has acquired D. C. Heath; Xerox Corporation has bought the Wesleyan University Press; Radio Corporation of America has purchased Random House; Columbia Broadcasting System has acquired Allyn and Bacon and several other producers of educational materials; Bell and Howell has signed a contract with the U. S. Office of Education for the photocopy dissemination of educational documents; the International Business Machines Corporation, the giant of the electronics field, has acquired Science Research Associates (a major educational testing organization), and is already experimenting in classrooms with the use of the computer as a master teacher; Time-Life and General Electric have formed a new educational research organization, the General Learning Corporation, to apply computer technology to the classroom—and Francis Keppel, distinguished former U. S. Commissioner of Education, heads the new corporation.

I ask your forgiveness for this lengthy recitation about big business. But I hope you are impressed. I am. The point of all this is that well-financed modern technology is probing educational possibilities on a scale and in a dimension that may someday make mere language laboratories and overhead projectors as primitive as the blackboard and flashcards seem now. For inevitably the potentialities of super-electronic application to foreign language instruction will be explored fully. Here then is a many-faceted challenge, one of your major problems of the not-so-distant future.

If all of this seems at the moment to lack immediacy, let's take note of some other problems which are quite real. I shall merely enumerate some pressing problems which cry out for sound and concerted national attention—FLES, articulation, sequence of language learning, certification, the adequate preparation of new school teachers, the adequate preparation of new college teachers, the role of culture in the language classroom, the psychology of language learning, study abroad, flexible scheduling, junior high schools, the role of language instruction in the rapidly expanding junior college, bilingualism in American society, educational television, self-instruction, etc.

One aspect of the problem of unified professionalism has been the lack of means for adequate access to information about the field of language teaching. There is now good reason to expect that this circumstance will change dramatically thanks to the Educational Research Information Center of the U. S. Office of Education, or ERIC. The MLA/ERIC Clearinghouse on the Teaching of Foreign Languages (specifically, the commonly taught languages—French, German, Italian, Russian, Spanish, Latin, and Classical Greek) in cooperation with the sister ERIC Clearinghouse at the Center for Applied Linguistics (which will deal with all other languages, as well as linguistic science) will make easily accessible all significant current information in the field. The ERIC system is today a long way from becoming operational as a national information system, but many people are working hard to hasten the day when complete operation begins.

I shall not go into the details of ERIC because most of you—I hope all—have read about it in the

first issue of *Foreign Language Annals*, mailed last October. This experimental little publication was sent to all MLA members who are foreign language teachers and to mailing lists volunteered by editors of state language newsletters and state foreign language supervisors and consultants. We are most grateful for the superb cooperation of these persons. We had planned to mail 50,000 copies, but the mailing lists we accumulated actually involved 60,000 names and addresses. There was some duplication, but we hope such recipients passed the extra copy on to a colleague. For whatever it is worth, I believe this was the first time that so many foreign language teachers, from graduate school to elementary school, shared the same information practically simultaneously. The second issue of *Foreign Language Annals* will be mailed in late winter.

An effective information system can greatly help toward professional unity. But I believe that ultimately there must be a membership association which vigorously serves the common professional interests of all teachers of foreign languages—whatever the language or the level of education. For the remainder of my time I shall discuss such an organization. For the fact is that this association is in process of development.

Permit me to trace the chronology of this development. In the fall of 1965 the Advisory Committee of the Foreign Language Program urged that the MLA staff explore possibilities for initiating such an association, and this message was communicated to the MLA Executive Council the following December. When the FL Program Advisory Committee met in the spring of 1966 it took more positive action, drafting a resolution to the MLA Executive Council recommending that the new association be started under the aegis of the MLA. The next meeting of the MLA Executive Council was not until last October. At that time the Council unanimously approved this recommendation and also approved a set of draft guidelines for organizing the new association, subject to review by a Committee on Organization. The Committee on Organization met several weeks later and revised the guidelines in a most constructive way. The guidelines were then submitted to the Council by mail, and several additional weeks passed before they were approved. These detailed guidelines are still undergoing refinements.

The new association is called the American Council on the Teaching of Foreign Languages. The acronym is ACTFL, which probably will be pronounced to rhyme with "tactful."

The MLA Executive Council in October issued the following policy statement approving initiation of the American Council on the Teaching of Foreign Languages:

The remarkable rise of interest in the study and teaching of foreign languages in the last decade and a half is of such importance to education that our profession must take all possible steps to maintain and further it. To focus and nourish this interest we need a professional organization that will be permanently devoted to the problems of teaching all foreign languages at all levels. The Modern Language Association of America will take the responsibility for initiating such an organization and giving it continued support.

The Association is the appropriate bearer of this responsibility. The constitutional purpose of the Association is "to promote study, criticism, and research in modern languages and their literatures, and to further the common interests of teachers of those subjects." The size of the Association (the 1966 membership is 24,000) and its great vigor (the membership has quadrupled in twenty years) means that it can call upon impressive professional resources in nurturing an organization for foreign language teaching.

Recent activities of the Association have demonstrated its lively concern for foreign language instruction and its effective participation in the advancement of language programs. During the years immediately following World War II it became increasingly apparent that the national interest was suffering from widespread indifference to foreign languages and that the objectives and methods of language teaching needed to be thoroughly re-examined. Since no public or private agency seemed willing or able to undertake the vigorous and comprehensive effort that was needed, the MLA instituted the Foreign Language Program. This Program, which began in September 1952, has sought to make the teaching of foreign languages an effective component in American education. With significant financial contributions from the regular MLA budget and with substantial support from the Rockefeller Foundation, the Carnegie Corporation, and the United States Government, the FL Program has marshalled the cooperative efforts of several thousand persons in developing and carrying out policies for bettering foreign language instruction. The effects of these activities, which have frequently been described, are dramatic and far-reaching.

At this moment of striking success for its emergency efforts the MLA cannot consider the battle won. In order to consolidate the gains resulting from the Foreign Language Program, the Association will now formally sponsor the creation of an individual-membership organization in which all persons and groups interested in the quality of foreign language teaching may participate di-

rectly. The new organization will be called the AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL). It will provide an institutional center for the new professionalism that has developed since 1952 among foreign language teachers and supervisors in public and private education on all levels and in college faculty responsible for the preparation of teachers. This professionalism warrants the advantages and challenges of a new national service organization.

The Executive Council of the Association has approved the concept of ACTFL and specific plans for establishing it. In taking this action, the Council voices the pride of the Modern Language Association in its role since 1952, and affirms a continuance of its vigorous interest in developing language instruction. The Executive Council has established the Foreign Language Program Advisory Committee, with appropriate additions to its membership, as the Committee on Organization for ACTFL, and it has provided a number of guidelines on the structure of the Council.

The Committee on Organization includes the six original members of the FL Program Advisory Committee and five added persons. The FL Program Advisory Committee members are: Mildred V. Boyer (Romance Languages, University of Texas), Ruth J. Dean (French, Mount Holyoke College), William R. Parker (English, Indiana University), Joseph Thomas Shaw (Slavic, University of Wisconsin), Friedrich W. Strothmann (German, Stanford University), W. Freeman Twaddell (German and Linguistics, Brown University).

The five additional Council appointees are: Edward D. Allen (Foreign Language Education, Ohio State University), Carl Dellaccio (Director of Foreign Languages, Tacoma Public Schools, Washington), Ruth Keaton (Consultant in Foreign Languages, Georgia State Department of Education), Barbara Ort (Consultant, Foreign Languages, Michigan State Department of Public Instruction), Sister Teresa Bernard (Latin, Notre Dame Academy, Worcester, Mass.).

All eleven members of the Committee on Organization are accomplished and respected professional persons and they were chosen for this reason. None was appointed for the purpose of "representing" a faction, organization, or any cause, other than the advancement of effective language teaching.

Probably nothing in my career gives me as much satisfaction and hope for the future than my next remarks. The MLA Executive Council had in November extended an invitation to the Executive Committee of the NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS (NFMLTA) to join in co-sponsoring and supporting ACTFL. On Tuesday afternoon of this week the Executive Committee of NFMLTA, under the presidency of Professor Kathryn Hildebran of Western Maryland College, voted the following resolution:

Be it resolved:

1. That the Federation accept the invitation of the MLA to become co-founder of the AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES;
2. That it put *The Modern Language Journal* at the disposal of the new organization as soon as appropriate;
3. That each AAT presently a constituent member of the Federation (to wit: AATF, AATG, AATI, AATSP, and AATSEEL) be represented by one delegate on the Board of Directors of the ACTFL; and
4. That the Federation reserve the right to disburse all its funds at its own discretion, prior to December 31, 1968, if possible.

In warm response to this constructive action by the Excutive Committee, the Committee on Organization for ACTFL on Tuesday night prepared and approved the following statement:

At its meeting of 27 December 1966, the Committee on Organization of the AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES accepted all four parts of the resolution of 27 December 1966 by the Executive Committee of the NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS to wit:

Be it resolved:

1. That the Federation accept the invitation of the MLA to become co-founder of the AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES;
2. That it put *The Modern Language Journal* at the disposal of the new organization as soon as appropriate;
3. That each AAT presently a constituent member of the Federation (to wit: AATF, AATG, AATI, AATSP, AATSEEL) be represented by one delegate on the Board of Directors of the ACTFL; and
4. That the Federation reserve the right to disburse all its funds at its own discretion, prior to December 31, 1968, if possible.

The Committee on Organization of ACTFL expressed the hope that the constituent members of the NFMLTA will vote on that resolution before 30 June 1967, so that if two-thirds of the constitutent members of the NFMLTA support

the resolution, the *MLJ* can be legally transferred to ACTFL before 1 September 1967 and can be published thereafter as an official organ of ACTFL.

The Committee on Organization of ACTFL welcomes the Federation as co-founder of ACTFL, the new national individual membership organization, which presages a vigorous unity of all foreign language teachers.

As the foregoing suggests, the resolution of the Executive Committee of NFMLTA is subject to ratification by two-thirds of the eleven constituent associations of the National Federation. I feel confident that the members of these associations will echo the vision of the Executive Committee and approve its thoughtful action.

The Committee on Organization and the new Executive Secretary, F. André Paquette, have a busy time ahead for the next eight months, preparing the way. Can ACTFL succeed in welding active professional unity? A good friend of foreign languages recently doubted that there *is* a profession of foreign language teachers. Another good friend—jokingly, I hope—said this is the first time in history that a professional association has been organized before there was a profession. I know that both these good friends will be pleased if they are shown to be wrong. Both have pledged their active support to ACTFL. For my part, perhaps I am unwisely optimistic. I believe there is a profession out there—in Florida, California, Maine, Indiana, Colorado, Texas—and that it wants to serve and be served. If there is not, then the past fifteen years have indeed been futile. ACTFL is now an empty vessel, waiting to be filled with sound ideas, hard work, and progress. I pray that it will not turn out to be just a ceremonial association.

I hardly know how to end this address since it is really an introduction—a prologue—to what I hope is the bright new future for professional unity. We are about to move into a new and exciting phase of professional life. Its success will depend upon the *active* participation of each individual in this audience and of the 60,000 other language teachers of America.

* * *